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ABSTRACT

Information on the California Academic Partnership Program (CAPP) is presented. Two major types of projects were funded: (1) demonstration projects to improve school quality and increase the number of students attending college; and (2) college-school cooperative assessment projects to evaluate the academic achievement of high school students in order to identify their academic needs and readiness for college-level work, and to reduce the demand for remedial programs at the postsecondary level. Information is provided on: the CAPP advisory committee, criteria for selecting projects, funding available for the program, steps in the implementation process, the name and location of projects, and outcomes that evaluation efforts should cover. For 23 CAPP projects, a chart indicates curricular specialties, grades, and number of students/teachers involved during 1984-1987. The major features of 13 partnership projects funded in December 1984 are described, along with 7 new partnership projects. Also considered are: a mathematics diagnostic testing project, writing exam for eleventh graders, and high school diagnostic testing program in composition. The California legislation authorizing CAPP is appended. (SW)

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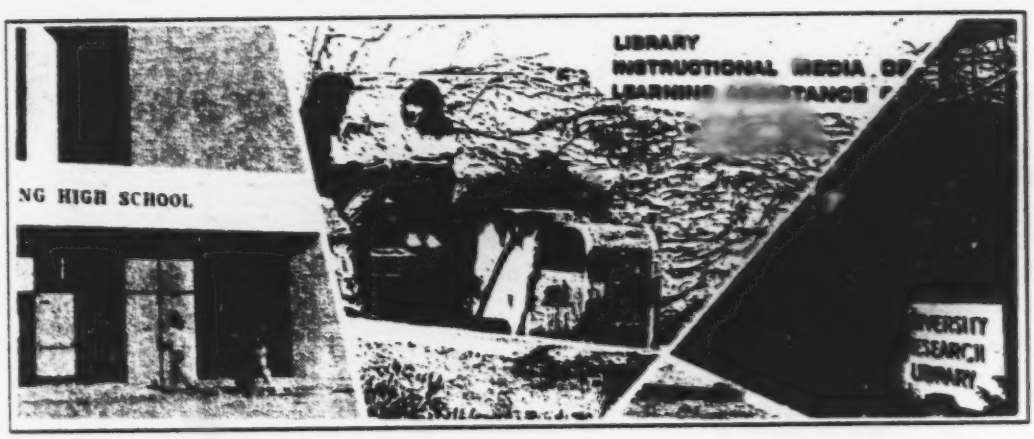
PROGRESS OF THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Summary

In 1984, the California Legislature, through Assembly Bill 2398 (Hughes; Chapter 620, Statutes of 1984), directed the California Postsecondary Education Commission to report to it by January 1, 1986, on the progress of the California Academic Partnership Program. This report responds to that request.

- Part One of the report describes the origins of the program, which provides funds for cooperative projects between public high schools and colleges or universities to improve the academic quality of the schools and thus improve the preparation of all students for college. It also explains the administrative arrangements for the program called for in AB 2398, and it briefly identifies the 23 projects funded thus far by the program (pages 1-8).

- Part Two outlines the major features of the first 13 partnership projects that were funded in December 1984 (pages 9-14).

- Part Three discusses the three assessment projects funded under the program (pages 15-18).

- Part Four describes the seven new partnership projects funded in July 1985 (pages 19-20).

- Part Five explains current evaluation efforts of the program and identifies issues to be explored in the final evaluation of the program, which the Legislature has directed the Commission to undertake by January 1, 1988 (pages 21-24).

- Finally, the Appendix reproduces Assembly Bill 2398 (pages 25-28).

The report was adopted by the Commission on December 16, 1985, for transmittal to the Legislature and other interested parties. Additional copies may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from the Commission staff.

PROGRESS OF THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

A Report to the Legislature
in Response to Assembly Bill 2398
(Chapter 620, Statutes of 1984)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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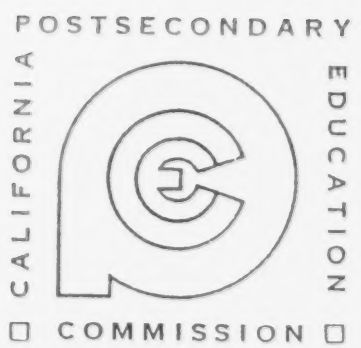

COMMISSION REPORT 85-41
DECEMBER 1985

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1 *Implementation of the Program*

Origins of the program

The California Academic Partnership Program (CAPP) was initially established under the Hughes-Hart Educational Reform Act of 1983 and later revised under Assembly Bill 2398 of 1984 (Hughes), which is attached as an Appendix to this report.

The purpose of the program, as specified in AB 2398, is "to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college."

To fulfill this goal, the program funds two major types of projects:

- Demonstration projects for improving school quality and increasing the number of students who are motivated and academically prepared to attend college; and
- Cooperative assessment projects for evaluating the academic achievement of high school students in order to identify their academic needs for their teachers and counselors, analyze their readiness for college-level work, and reduce the demand for remedial programs at the postsecondary level.

AB 2398 directs the California Postsecondary Education Commission to report on the progress of the program to the Legislature by January 1, 1986. In this report, the Commission responds to that directive by explaining how the program is being implemented, describing each of the separate projects that have been funded as part of the program, and indicating plans for evaluating the entire program by 1988.

Administration of the program

AB 2398 specifies that the California Academic Partnership Program will be administered by the Trustees of the California State University in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the State Superintendent of Public Instruction. All fiscal and administrative matters relative to the conduct of the program are the responsibility of a director hired by the Chancellor of the State University.

An intersegmental committee advises the Chancellor on projects to be funded and other aspects of the program, and a designee from each of the segments serves as liaison in coordinating administrative matters with the Office of the Chancellor.

Besides testing a variety of approaches to intersegmental cooperation in curricular improvement and preparation for college, and besides developing possible statewide programs of diagnostic testing of basic skills in high school students, the program provides one model for the management and administration of intersegmental programs at large.

Creation of the Advisory Committee

AB 2398 also calls for the appointment of a twelve-member Advisory Committee to "assist in selecting proposals to be funded and developing criteria for project evaluation." The membership of the Advisory Committee reflects the representation required under the statute -- two certificated secondary school teachers, including at least one junior high or intermediate school teacher; two certified secondary school employees with responsibility for curriculum; one director of a regional consortium participating in the California Student Opportunity and Access Program (Cal-SOAP); two representatives of the University of California, the California State University, and the California Community Colleges, with at least one of each pair being a faculty member; and one representative of the California Postsecondary Education Commission.

Current members of the Advisory Committee are:

Michelle Africano, Instructor, Silverado High School, Mission Viejo; representing the State Department of Education;

Constance Anderson, Program Specialist, California Community Colleges; representing the Chancellor's Office, California Community Colleges;

Robert O. Bess, Vice President, Operations and Finance, California State University, Sacramento; representing the Office of the Chancellor, The California State University;

Penny Edgert, Director, San Diego Cal-SOAP Project, representing the California Student Aid Commission;

Dennis Galligani, Assistant Vice Chancellor for Academic Affairs, University of California, Irvine; representing the University of California administration;

Michael Hoffman, Chair, Department of English, University of California, Davis; representing the Faculty Senate of the University of California;

Ed Matzdorf, Professor of Mathematics, California State University, Chico; representing the Faculty Senate of the California State University;

Diane Moore, English Instructor, Oxnard College; representing the Faculty Senate of the California Community Colleges;

Linda Barton White, Postsecondary Education Specialist,California Postsecondary Education Commission; representing the Commission;

Shereene Wilkerson, Vice Principal, Willis Jepson Junior High School, Vacaville; representing the State Department of Education administration;

Douglas Wolfe, Director of Secondary Education, ABC Unified School District, Cerritos; representing the State Department of Education administration; and

Janet Cameron Fisher, Director, California Academic Partnership Program; Office of the Chancellor, The California State University (*ex-officio*).

Criteria for selecting projects

AB 2398 requires that school districts and postsecondary education institutions jointly submit applications for grants under the program, and it directs the Advisory Committee to consider the following seven criteria in selecting among applications:

1. The inclusion of a comprehensive plan for curricular revision or enhancement and instructional change;
2. The participation of postsecondary campus faculty working as equal partners with secondary school teachers to improve the academic quality of college preparatory instruction;
3. The provision of activities and services designed to enhance the ability of students to benefit from college preparatory curricula;
4. The provision of in-service training designed to increase college aspirations of students from groups with low participation rates in postsecondary institutions;
5. Plans for the participation of more than one secondary school;
6. Plans for the inclusion of intermediate or junior high schools in the project; and
7. Plans for the continuation of the project after funding ceases.

The bill also requires that the Advisory Committee give priority in funding to qualified projects that involve schools (1) with low participation rates of students in postsecondary education, (2) with a concentration of students from groups that are underrepresented in postsecondary education, or (3) that already participate in the University and College Opportunity Program coordinated by the California State Department of Education.

Selection of projects

In 1984, the Legislature and Governor appropriated $1,000,000 to fund the first year of the program's projects. For fiscal year 1985-86, they appropriated $1,400,000 -- of which $400,000 is earmarked for assessment projects, if proposals for these projects warrant funding.

Early in its deliberations, the Advisory Committee decided to award multiple-year funding to projects, if requested, with the succeeding years' funding contingent on the recommendations of the CAPP director and/or independent evaluation. The committee based its decision on its perception that projects of only a year's duration could not demonstrate hoped-for improvements. All applicant institutions were informed that grants would normally range from $25,000 to $75,000 per year and were required to submit a separate budget for each year at the time of the initial request.

To date, the Advisory Committee has conducted two proposal solicitations -- the first in December 1984 -- when it received 80 proposals requesting a total of

$10,292,863 for a three-year period -- and in May 1985, when it received 61 more proposals requesting $6,035,900 for a two-year period.

Based on the selection criteria listed in the legislation, in December the committee selected 13 "partnership" projects by this competitive process and three "assessment" projects -- one in mathematics diagnosis and two in writing diagnosis -- to fund for six months. In May, the committee voted to renew all of these 16 projects for one year and to fund seven new partnership projects for the year, with a total of $2.3 million allocated among all 23 projects through June 30, 1986. The 13 original partnership projects are described in detail in Part Two of this report; the three assessment projects, in Part Three; and the seven new projects in Part Four.

Launching of the program

The design and conduct of a competitive grants program such as the California Academic Partnership Program involves extensive planning, liaison, and coordination. The complexity of the intersegmental structure of the program and the hiring constraints under which it must operate would have delayed its implementation had it not been for considerable effort and cooperation on the part of all of the segments involved and of the State University's Office of the Chancellor in particular. As a result of this endeavor, the first set of grants were awarded within a six-month period.

Major steps in the implementation process were:

August 1984: Designation of an Interim Director.

September 1984: Designation of the members of the Advisory Committee.

October 1984: Specification of criteria for projects beyond those listed in Assembly Bill 2398; creation of a process for the review of proposals; and solicitation of preliminary proposals.

December 1984: Review of final proposals.

January 1985: Notification of applicants.

February 1985: Hiring of a permanent Director.

February 1985: Initiation of projects.

Location of the projects

Assembly Bill 2398 specifies that "academic partnership projects shall be distributed throughout the state" in order to provide services to schools located in "rural, urban and suburban areas." The map on page 5 and the following list indicate the location of all 23 projects, which are identified by numbers or letters:

Central Valley

2. **A Junior MESA Program for Rural and Metropolitan Students**
   Kern County Superintendent of Schools
   Kern High School, Bakersfield
   Fruitvale Elementary School District
   California State College, Bakersfield
   Bakersfield College

3. **Ethnic Literature: A Model for Teaching Critical Thinking Skills**
   Grant Union High School District
   California State University, Sacramento

6. **High School Partnership Produces Prepared Students**
   Sacramento City Unified School District
   Sacramento City College

12. **Mathematics: New Courses in the 9-12 Academic Preparation Sequence**
   Sacramento City Unified School District
   San Juan Unified School District
   Elk Grove Unified School District
   Grant Joint Union School District
   California State University, Sacramento
   University of California, Davis

19. **Social Studies and Science Curriculum Development and Implementation in Three Strands**
   Vacaville Unified School District
   SUCCESS Consortium
   University of California, Davis
   University of the Pacific
   Sonoma State University
   Solano Community College

20. **Stockton Honors and Advanced Placement Recognition Program** (SHARP)
   Stockton Unified School District
   University of the Pacific

B. High School Diagnostic Testing Program in Composition
California State University, Sacramento
University of California, Davis

Bay Area

5. Academic Partnership to Improve Social Studies Curriculum
Cotati-Rohnert Park University School District
Sonoma State University

8. Academic Partnership
Pajaro Valley Unified School District
University of California, Santa Cruz

18. Science and English Curriculum Project
Newark School District
California State University, Hayward
Ohlone College

Los Angeles Basin

1. Five Star Academic Partnership
Norwalk-LaMirada Unified School District
Fillmore Unified School District
Cerritos College
University of California, Los Angeles
University of California, Santa Barbara

4. Language Instruction Across the Content Areas: Learning from Text
Cleveland Senior High School, Los Angeles
Sutter Junior High School, Los Angeles
California State University, Northridge

7. Project Step
Santa Ana Unified School District
California State University, Fullerton
Rancho Santiago Community (formerly Santa Ana) College
University of California, Irvine

9. Preparing Students for University-Level Academic Writing
Montebello Unified School District
University of California, Los Angeles

11. Linking Resources for Students Underrepresented in Higher Education
Santa Barbara School District
Santa Barbara City College
University of California, Santa Barbara

13. Academic Partnership to Improve College Preparation
Phineas Banning High School, Wilmington
University of California, Los Angeles
Los Angeles Harbor College

14. College Aspiration Partnership Program
ABC Unified School District, Cerritos
University of California, Irvine
Cerritos College

15. The Mathematics Awareness and Skill Development Program
South Coast EOPS Consortium
Whittier Unified High School District
California State Polytechnic University, Pomona
Rio Hondo College

16. The College Preparatory Tutorial Center Project
Leuzinger High School,Centinela Valley Union High School District
California State University, Dominguez Hills
El Camino College

C. University of California and California State University Writing Exam for Eleventh Graders
University of California, Los Angeles
California State University, Northridge
Los Angeles Community College District

San Diego

10. The Quantitative Educational Development Project
San Diego City School District
San Diego County Consortium

17. Comprehensive Math and Language Articulation and Tutorial Model
Sweetwater Union High School District
San Diego State University
Southwestern College

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DISPLAY 1 Geographical Distribution of California Academic Partnership Program Projects

Partnership Projects

1. Five Star Academic Partnership
2. A Junior MESA Program for Rural and Metropolitan Students
3. Ethnic Literature: A Model for Teaching Critical Thinking Skills
4. Language Instruction Across the Content Areas: Learning From Text
5. Academic Partnership to Improve Social Studies Curriculum
6. High School/College Partnership Produces Prepared Students
7. Project Step
8. Academic Partnership
9. College Partnership Produces Prepared Students
10. The Quantitative Educational Development Project
11. Linking Resources for Students Underrepresented in Higher Education
12. Mathematics: New Courses in the 9-12 Academic Preparation Sequence
13. Academic Partnership to Improve College Preparation
14. College Aspiration Partnership Program
15. The Mathematics Awareness and Skill Development Program
16. The College Preparatory Tutorial Center Project
17. Comprehensive Math and Language Articulation and Tutorial Program
18. Science and English Curriculum Project
19. Social Studies and Science Curriculum Development in Three Strands
20. Stockton Honors Advancement Placement Recognition Program (SHARP)

Assessment Projects

A. California State University / University of California Mathematics Diagnostic Testing Project

B. High School Diagnostic Testing Program in Composition

C. University of California and California State University Writing Exam for Eleventh Graders

A. California State University/University of California Mathematics Diagnostic Testing Project

This project has eight centers serving all regions of the State.

Characteristics of the projects

Display 2 below and through page 8 lists the major characteristics of the 23 projects. As can be seen, more of them focus on mathematics and language

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DISPLAY 2 Characteristics of the California Academic Partnership Program Projects

Project	Curricular Specialty					Groups Served		
	Math	Science	Social Science	Language Arts	Critical Thinking Skills	Grades	Number of Students 1984-87	Number of Teachers 1984-87
1. Five Star Academic Partnership	X	X				7-12	8,000	80
2. A Junior MESA Program for Rural and Metropolitan Students	X	X		X	X	7-8	900 +	80
3. Ethnic Literature: A Model for Teaching Critical Thinking Skills				X	X	8,9,11	500	6
4. Language Instruction Across the Content Areas: Learning From Text	X	X	X	in content areas	X	6-12	2,800	240
5. Academic Partnership to Improve Social Studies Curriculum			X			11-12	500	
6. High School/College Partnership Produces Prepared Students		writing	writing	writing		7-12	5,000 +	
7. Project Step	X	X		writing/reading	X	7-12	1,500	
8. Academic Partnership	X	X	X	X		8,9,10	5,350	28
9. College Partnership Produces Prepared Students				X	X	7,9,11	300	7
10. The Quantitative Educational Development Project	X	X			X	8	900	8
11. Linking Resources for Students Underrepresented in Higher Education	X			X		6-8	500	18
12. Mathematics: New Courses in the 7-12 Academic Preparation Sequence	X				X	7,8,11,12	1,000 +	40 +
13. Academic Partnership to Improve College Preparation	X	X	X	X		7-12	2,000 +	50 +
14. College Aspiration Partnership Program	X			X		7-12	316	35 +
15. The Mathematics Awareness and Skill Development Program	X					7-12	1,000 +	15 +
16. The College Preparatory Tutorial Center Project	X			X		10-11	1,000 +	100 +
17. Comprehensive Math and Language Articulation and Tutorial Program	X			X		7-12	43,200	
18. Science and English Curriculum Project		X		X		7-12	3,000 +	30 +
19. Social Studies and Science Curriculum Development in Three Strands		X	X	writing	X	6-12	700 +	30
20. Stockton Honors Advancement Placement Recognition Program (SHARP)	X	X	X	X	X	10-12	2,000	50 +
A. California State University / University of California Mathematics Diagnostic Testing Project	X					9-12	400,000 +	5,500
B. High School Diagnostic Testing Program in Composition				writing		11	2,000 +	175
C. University of California and California State University Writing Exam for Eleventh Graders				writing	X	11	2,000 +	80

arts than on the sciences or critical thinking. More of them begin in the seventh grade than in any other school year, and the majority run through the senior year of high school.

The projects range in size from several that serve some 300 students to others that seek to reach tens and even hundreds of thousands of students. All but three of the 20 demonstration projects involve workshops for teachers; three include workshops for counselors; and five hold workshops for parents. Eight involve team teaching; four offer field trips; and nine offer summer programs for teachers or students.

DISPLAY 2 Characteristics of the California Academic Partnership Program Projects (continued)

	Inservice Workshops			Tutorial			Counseling Guidance	Articulation		
Project	Teacher	Counselor	Parent	Peer	College Student	Testing	Orientation	Curriculum	Support Service	Information
1.	X		X	X		X	X	X	X	X
2.	X	X	X	X	X	X	X	X	X	X
3.	X		X			X	X	X		X
4.	X							X		
5.										
6.	X					X	X	X		
7.	X	X		X			X	X		
8.	X				X		X	X		
9.	X					X	X	X	X	X
10.	X				X	X	X			X
11.	X		X	X	X		X	X	X	X
12.	X					X	X	X		
13.	X	X			X	X	X	X		
14.			X	X			X	X	X	
15.	X			X	X	X				
16.	X				X	X	X			
17.	X	X	X	X						X
18.	X	X	X	X	X					
19.	X				X	X	X	X	X	
20.	X	X			X	X	X			
A.						X		X		
B.	X					X		X		X
C.	X					X		X		X

All of the 20 partnership projects selected for funding have as a focus activities that are primarily academic, in that they propose to demonstrate improvement in the academic performance of the students they serve and in the curricular offering of the schools of these students, regardless of whether they are designed to work directly with students or only with their teachers. In those instances where motivational or outreach efforts are involved, these are considered secondary elements of the project.

DISPLAY 2 Characteristics of the California Academic Partnership Program Projects (continued)

Project	Curriculum		Forums / Seminars			Team Teaching	Field Trips	Teacher Liaison with Parents	Summer Programs		Conferences
	Development	Revision	Teachers	Parents	Students				Teachers	Students	
1	X	X	X	X	X	X			X		X
2.	X	X	X	X	X	X	X	X		X	X
3.	X	X	X	X	X	X	X	X		X	X
4.		X	X			X			X		
5.	X	X	X			X			X		X
6.	X		X								
7.	X	X	X		X				X		X
8.	X	X	X		X		X			X	
9.	X	X	X		X		X	X			
10.	X					X					
11.	X	X		X	X		X	X	X	X	
12.	X	X	X	X					X		
13.	X	X	X				X		X		X
14.		X				X					
15.	X	X	X			X	X	X	X		
16.	X		X				X				
17.		X		X	X						
18.	X	X		X	X						X
19.	X	X	X			X				X	
20.	X	X									X
A.			X								X
B.			X		X						
C.	X	X	X		X		X				

2 *The First Partnerships*

THE following paragraphs identify the major features of the 13 partnership projects funded under the California Academic Partnership Program in December 1984.

1. Five Star Academic Partnership

This project of the Norwalk-La Mirada and Fillmore Unified School Districts, in cooperation with Cerritos College and the University of California campuses at Los Angeles and Santa Barbara, addresses two audiences -- underrepresented students in grades seven through twelve, and teachers of mathematics and science. It focuses on curricular change in the two subject areas by giving teachers an opportunity to explore the nature of the subject fields, the nature of the learners and learning, and how they all interact.

Funding for the first six months of 1985 included $30,000 from CAPP and $48,654 matching funds from the districts and institutions. Funding for the 1985-86 fiscal year includes $25,000 from CAPP and $18,000 in matching funds.

Curriculum areas: Mathematics and science; with an emphasis on how teachers view their own instructional role in these curricular areas; the nature of teacher-student interactions; and illustrations of how scientists and mathematicians think. The project is not a formal curriculum development project in the first year but will be in the second year.

Direct participants: Teachers and volunteers, as follows:

Norwalk-LaMirada: 30 high school mathematics and 30 science teachers.

Fillmore: 20 to 25 junior- and senior-high school mathematics teachers and the same number of science teachers; plus some administrators.

University of California, Los Angeles: one biology professor as a consultant (the initial liaison from UCLA's School of Education is leaving UCLA).

University of California, Santa Barbara: one mathematics professor as a consultant.

Cerritos College: vice president of instruction as liaison, plus two science instructors.

Grade levels: Norwalk-LaMirada: mostly eighth through twelfth grades; Fillmore: seventh through twelfth grades.

Primary methods: Monthly one-day or half-day meetings for planning and follow-up during the school year with a culminating five-day summer institute-retreat. Mostly concurrent sessions for mathematics and science groups, but some integrated sessions. (The project has dropped its weekend mini-institutes and has held one-day meetings instead, and it has dropped its parent-student dinners due to a conflict with California State University grant regulations.) Identified twelfth-grade students for longitudinal follow-up in postsecondary education.

Other objectives: Career awareness workshops for high school students and their parents with presenters from science, business, and industry who are also members of underrepresented groups.

2. A Junior MESA Program for Rural and Metropolitan Students

This Kern County project of the Kern County Superintendent of Schools; Kern High School, Bakersfield; Fruitvale Elementary School District; California State College, Bakersfield; and Bakersfield College, is a modified version of the successful MESA senior high school program. It targets students for special services, such as tutoring and counseling, to improve their academic performance in science and mathematics courses. Funding for the first six months of 1985 consisted of $31,996 from CAPP and $89,128 in matching funds. Funding for the 1985-86 fiscal year includes $70,000 from CAPP and $272,872 in matching funds.

Curriculum areas: Mathematics, science, and English, with an emphasis on direct tutorial, motiva-

tional, counseling, study-skills, and enrichment support for identified students.

Direct participants: Black, Hispanic, and Native American students who meet selection criteria of above the sixtieth percentile on standardized tests or nomination by a teacher or counselor and maintain a "C" grade-point average.

Two hundred fifty-five students: 40 from each of six junior high schools in the Bakersfield City School District and 15 from Fruitvale Junior High School.

Grade levels: Seventh and eighth graders, who will feed directly into the existing MESA program (which is not CAPP funded) at Kern High School.

Primary methods: Academic tutoring, independent study groups, summer enrichment programs, counseling, field trips, awards, teacher training, curricular enhancement, and parent involvement.

Other objectives: Identification of teams of four teacher/counselor advisors at each junior high school who receive support and inservice training. Tutors from colleges and high schools are selected and provided with training.

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3. Ethnic Literature: A Model for Teaching Critical Thinking Skills

In this project of the Grant Union High School District and California State University, Sacramento, ethnic literature serves as a curricular model for teaching critical thinking skills to students from two middle schools and the high school. Faculty from the district and the university are jointly developing curriculum and testing instruments.

Funding for the first six months of 1985 included $30,000 from CAPP and $37,487 in matching funds from the district and university. Funding for the 1985-86 fiscal year includes $53,375 from CAPP and $69,189 in matching funds.

Curriculum areas: English, with an emphasis on "thinking skills."

Direct participants: About 90 students, of whom about half are minority and mostly Black and Hispanic, who are enrolled in three English classes (two "general" and one "gifted"), with 30 each from Norte and Rio Tierra Middle Schools and 30 from Grant High School.

Grade levels: One gifted class, eighth grade-ninth grade combination; one ninth-grade class, and one tenth-grade class. Participants from the two middle schools will feed into Grant High School.

Primary methods: Model lessons given by university faculty, compilation of curriculum materials to create instructional units, tutoring by high school peer mentors and university students, and summer writing camp.

Other objectives: Frequent planning and review meetings with representatives from the institutions (three teachers, school administrators, and California State University faculty members and EOP and outreach staff).

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4. Language Instruction Across the Content Areas: Learning from Text

The focus of this project of Cleveland Senior High School, Sutter Junior High School, and California State University, Northridge, is to improve the instruction of language across the curriculum through team teaching and the sharing of teaching methodologies from university professors to high school teachers and from high school teachers to college students. Funding for the first six months of 1985 included $30,000 from CAPP and $42,886 in matching funds. Funding for the 1985-86 fiscal year includes $60,000 from CAPP and $120,582 in matching funds.

Curriculum areas: Reading, comprehension, and vocabulary skills through subject areas of social studies, English, science, mathematics, and English as a second language.

Direct participants: About 17 teachers in the first year from each of the five curricular areas listed above.

Grade levels: Sixth through twelfth grades.

Primary methods: Three-day summer inservice workshop, periodic planning and follow-up meetings, and demonstration lessons by California State University faculty.

Other objectives: Participating teachers will become "master" teachers and help train other teachers in the second and third years. The project seeks to improve students' attitudes toward reading and provide them a realistic assessment of college options and prerequisites.

5. Academic Partnership to Improve Social Studies Curriculum

Jointly sponsored by the Cotati-Rohnert Park University School District and Sonoma State University, this project is developing units of instruction for the social studies courses mandated under the Hart-Hughes Education Reform Act. An articulation conference is also planned for secondary school teachers and university faculty.

Funding for the 18-month direction of the project beginning in January of 1985 and ending in June of 1986 includes $30,995 from CAPP, and $33,710 of matching funds.

Curriculum areas: American history and geography; American government, civics, and economics. Emphasis on restructuring existing history and government courses by infusing units of geography and economics to match the State's new curriculum standards.

Direct participants: During the first year, three classes of students and their teachers. During 1985-86, dissemination to teachers from six surrounding counties.

Grade levels: Eleventh and twelfth grades.

Primary methods: Progressive development, presentation, and revision of instructional units through planning sessions of three-member teams of university faculty and secondary school teachers and pilot-presentations by members.

Other objectives: Sonoma State faculty will become more aware of the context, problems, and challenges of high school teaching.

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6. High School / College Partnership Produces Prepared Students

The Sacramento City Unified School District and Sacramento City College are working with students in grades seven through twelve to increase their knowledge about and preparedness for college, using aptitude and placement testing, and intensive academic counseling for students and their parents. Secondary school teachers will participate in an in-service training program on curriculum development.

Funding for the first six months of 1985 included $20,000 from CAPP and matching funds of $96,011. Funding for the 1985-86 fiscal year includes $50,825 from CAPP and $233,016 in matching funds.

Curriculum areas: English, mathematics, science, and social science, with writing across the curriculum.

Direct participants: Teachers, administrators, and separately defined groups of students and parents, including 1,500 eighth graders who have toured the Sacramento City College campus and 140 self-selected eleventh-grade students (half of whom are from underrepresented groups), who will be offered a free 20-hour course on preparing for the Scholastic Aptitude Tests.

Eight-hundred parents from three middle schools have attended college nights, and parents of eleventh graders at three high schools have received booklets on college entrance.

Twenty middle-school counselors have attended a workshop about college admissions, and groups of between 20 and 30 school and college teachers by discipline areas are attending half-day to one-day inservice workshops or conferences.

Grade levels: Seventh through fourteenth.

Primary methods: One-day teacher inservice workshops, direct instruction to selected students on college admissions test-taking, planning meetings for teachers by content areas, and dissemination of the articulation council model.

Other objectives: Informational mailings to high school parents concerning college entrance and preparation; middle-school student tours of the Sacramento City College campus; inservice development of middle-school counselors; and internal and external publicity.

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7. Project Step

Through a series of forums and workshops on curriculum development, and inservice training for secondary school teachers and university faculty, this project of the Santa Ana Unified School District; California State University, Fullerton; the University of California, Irvine; and Rancho Santiago Community College (formerly Santa Ana College) is focusing on teaching problem solving and higher-order thinking skills across the curriculum. Tutorial services are provided to students.

Funding for the first six months of 1985 included $37,450 from CAPP and matching funds of $58,446. Funding for the 1985-86 fiscal year includes $71,489 from CAPP and $189,760 in matching funds.

Curriculum areas: Reading, writing, mathematics, and science, with an emphasis on teaching problem solving and higher-order thinking skills.

Direct participants: Some 1,100 students and 45 teachers, administrators, and counselors of the Santa Ana Unified School District; plus 35 faculty members from the three higher education institutions.

Grade levels: Mostly ninth grade.

Primary methods: Forums and workshops for curriculum development and inservice training, with student tutoring in mathematics and reading for about 300 selected students.

Other objectives/methods: Parental involvement, cross-age and peer tutoring, and serving as a model for intersegmental organizational cooperation.

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8. Academic Partnership

This project, conducted by the Pajaro Valley Unified School District and the University of California, Santa Cruz, is concentrated in one school -- Watsonville Senior High School, which enrolls a large proportion of ethnic minority students. Designed to motivate more students to take and succeed in courses that will enable preparing them for postsecondary education, in addition to improving the school's curriculum, the project sponsors inservice training for teachers, tutorial assistance for students, and a "Saturday Science Academy" for eighth-, ninth-, and tenth-grade students.

Funding for the first six months of 1985 included $32,000 from CAPP and $63,098 in matching funds. Funding for the 1985-86 fiscal year includes $49,154 from CAPP and $296,391 in matching funds.

Curriculum areas: Biology, physical sciences, and mathematics.

Direct participants: Twenty pre-biology students in a two-week academy; 24 eighth graders in the Saturday Science Academy, and from two to four Watsonville High School teachers each in science and mathematics.

Grade levels: Distinct activities for students in grades eight through twelve.

Primary methods: Direct instruction of students in academies and field trips and of teachers in inservice programs.

Other objectives and methods: Cross-age tutoring and counselor training.

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9. Preparing Students for University-Level Academic Writing

A project of the Montebello Unified School District and the University of California, Los Angeles, this project works with 100 students and six teachers from junior and senior high schools to emphasize expository writing.

Funding for the first six months of 1985 included $27,124 from CAPP and $26,963 in matching funds. Funding for the 1985-86 fiscal year includes $62,500 from CAPP and $76,832 in matching funds.

Curriculum area: Writing, with an emphasis on critical thinking and clear written expression.

Direct participants: Six teachers and their students during the first six months from intermediate and high schools.

Grade levels: seventh, ninth, and eleventh.

Primary methods: Teacher inservice development through biweekly and triweekly meetings.

Other objectives and methods: Counseling to enhance each student's self-image, raising of college awareness through presentations by UCLA personnel, and testing.

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10. The Quantitative Educational Development Project

Sponsored by the San Diego City schools and the San Diego County Consortium, this project works with two eighth-grade science classes at predominantly ethnic minority schools for the purpose of strengthening their curriculum by integrating the teaching of quantitative skills. Secondary school teachers and university faculty team-teach the courses.

CAPP funding for the first six months of 1985 was $34,676, and matching funds came to $34,628. Funding for the 1985-86 fiscal year includes $40,243 from CAPP and $62,886 in matching funds.

Curriculum areas: The project's main focus is on integrating mathematics skills into the science curriculum, including inference, critical reasoning, and computation.

Direct participants: Students and teachers, including 310 students and two teachers from one middle school and five faculty members and specialists in mathematics -- one from each of the five higher education partners.

Grade level: Eighth.

Primary methods: Demonstration lessons, team-teaching, curriculum development, and tutorial and skill-development assistance by university students.

Other objectives: Students are also tested to obtain "prescriptive" analysis of their individual academic deficiencies.

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11. Linking Resources for Students Underrepresented in Higher Education

Sponsored by the Santa Barbara School District, Santa Barbara City College, and the University of California, Santa Barbara, this project targets ethnic minority students in grades six through eight for an intensive five-year accelerated mathematics and language arts curriculum. In addition to receiving tutorial assistance, students will be clustered in study groups for the duration of the project, participate in a culminating four-week summer program, and be involved in career exploration activities.

Funding for the first six months of 1985 included $20,000 from CAPP and $27,150 in matching funds. Funding for the 1985-86 fiscal year includes $37,452 from CAPP and $47,364 in matching funds.

Curriculum areas: Mathematics and language arts.

Direct participants: Students meeting selection criteria, including 26 from La Cumbre Junior High School, 36 from Santa Barbara Junior High School, and 55 sixth graders; seven teachers; 120 parents of targeted students; and seven faculty and staff members of the University of California, Santa Barbara, and four from Santa Barbara City College.

Grade levels: Sixth, seventh, and eighth.

Primary methods: A liaison teacher works with and advises targeted students and oversees paid tutors; home visits are conducted for parent involvement and teacher education; and a four-week summer "head start to junior high" program is offered for incoming seventh-grade students with academic potential.

Other methods: Career awareness and values clarification study groups; writing of an accelerated fourth- through eighth-grade curriculum continuum, covering summer and full-year programs.

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12. Mathematics: New Courses in the 9-12 Academic Preparation Sequence

This project is a cooperative effort between the Sacramento City and San Juan Unified School Districts; the University of California, Davis; and California State University, Sacramento. Teachers in the project work with university faculty to develop and refine materials for seventh-, eighth-, and twelfth-grade mathematics courses. After the school year, inservice workshops will be held to introduce the materials to other teachers in the district.

Funding for the first six months of 1985 included $29,404 from CAPP and $22,800 in matching funds. Funding for the 1985-86 fiscal year includes $58,500 from CAPP and $145,011 in matching funds.

Curriculum areas: Mathematics and problem solving.

Direct participants: Forty-one teachers (of whom CAPP supports 24 and the districts support 17), with the CAPP teachers including ten from the San Juan, eight from the Sacramento, and six from the Grant school districts; also faculty members from the University of California, Davis, and California State University, Sacramento.

Grade levels: Seventh, eighth, and twelfth.

Primary methods: Three to four all-day workshops, bimonthly resource meetings, one- and two-week summer sessions of course writing, and classroom field testing in 1985-86.

Other methods: Guest presentations by visiting mathematics experts.

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13. Academic Partnership to Improve College Preparation

This project, conducted at Phineas Banning High School of Wilmington, in cooperation with the University of California, Los Angeles, and Los Angeles

Harbor College, utilizes students from local Community Colleges to tutor Banning students. It also includes curriculum workshops for secondary school personnel and an on-going educational and career counseling component for targeted students.

CAPP funds for the first six months of 1985 totaled $20,000 and matching funds, $39,754. Funding for the 1985-86 fiscal year includes $50,999 from CAPP and $43,667 in matching funds.

Curriculum areas: Writing, science, and mathematics, with a focus on inter-institutional curricular continuity in each area from high school to community college to university.

Direct participants: Students and teachers, including 90 junior high school teachers, 50 senior high school teachers, 40 Community College faculty members, nine junior high school counselors, 12 senior high school counselors, nine Community College counselors, and ten UCLA faculty.

Grade levels: Eight through fourteen.

Primary methods: Workshops, monthly counselors' colloquia, counseling, and testing.

Other methods: Monthly steering committee meetings.

3 *The Three Assessment Projects*

BEYOND testing a variety of approaches to improving student preparation for college, the California Academic Partnership Program was directed by Assembly Bill 2398 to "establish a voluntary cooperative program for the academic assessment of secondary school students in the state." In pursuit of that goal, the program has funded three diagnostic testing projects as possible prototypes for such a statewide system. These projects diagnose problems of high school students in the basic skills of writing and mathematics. All three projects have reference to the joint work of the academic senates of the three public postsecondary segments in developing their November 1982 "Statement on Competencies in English and Mathematics Expected of Entering Freshmen."

The three projects were ongoing efforts of the University of California and the California State University with the endorsement of the Joint Projects Committee of the two segments, which includes representation from the Office of the Superintendent of Public Instruction. All three projects may be considered attempts to inform high school students and their teachers of the students' status with respect to their writing and mathematics competencies and thus their preparedness for college-level work.

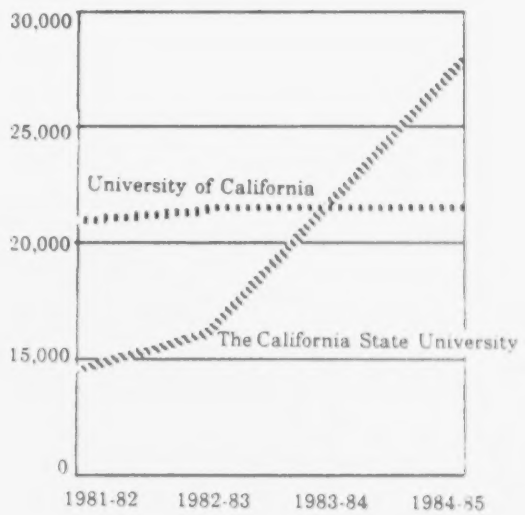
The following paragraphs describe each of the three projects.

A. California State University and University of California Mathematics Diagnostic Testing Project

The Mathematics Diagnostic Testing Project was formed as a joint University of California-California State University project in 1977. The first two years of the project focused on determining calculus readiness. For this purpose, a precalculus diagnostic test was developed. Over the years, interest has gravitated downward to lesser levels of competency with the development of an intermediate algebra test and lately an elementary algebra test.

These tests are administered both to high school students and to students at the University and State University for purposes of counseling and placement. CAPP funds go only to support the secondary-school portion of the project. In 1984-85, a total of 49,437 tests from the project were administered to students on the eight general campuses of the University and on eight of the 19 campuses of the State University. Display 3 shows the considerable growth of use of the tests in the two systems since 1981.

DISPLAY 3 Use of Mathematics Diagnostic Testing Project Tests by the University of California and the California State University, 1981-82 through 1984-85.

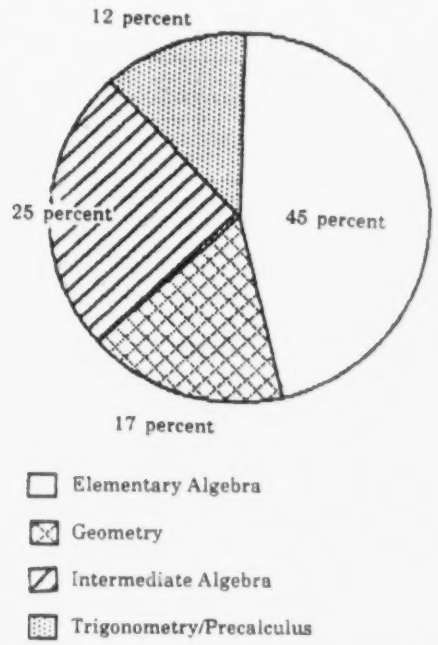


Source: 1984-85 Report, Mathematics Diagnostic Testing Project, p.3.

In 1984-85, 77,271 test booklets and 171,776 scoring sheets were sent on request to high school teachers. A total of 96,396 score sheets from 1,558 teachers in 387 schools were returned for scoring by the project

-- a 31 percent increase over the prior year in the number of tests officially scored. Sixty-two percent of these tests were on elementary algebra -- the lowest competency level tested -- while 25 percent covered intermediate algebra and 13 percent tested precalculus competencies. Display 4 shows the distribution of test-takers according to the type of mathematics class they were enrolled in at the time.

DISPLAY 4 Mathematics Courses in Which Test Takers Were Enrolled, 1984-85



Source: 1984-85 Report, Mathematics Diagnostic Testing Project, p. 6.

Each teacher received a computer analysis of each student's score sheet broken down into a set of topics (for example, exponents and radicals, logarithms and functions, and word problems) with mastery levels given for each topic. In addition, the teacher received a summary of the performance of the class as a whole on each of those same topics. About 56 percent of the answer sheets provided to schools were returned to Mathematics Diagnostic Testing Project sites for scoring.

Spinoffs from the testing include several projects with individual teachers and schools as well as district and statewide projects. Included are a major program with special summer school activities in the San Juan Unified School District and a separate CAPP project developing special ninth- and twelfth-grade mathematics curricula. In addition to its testing program in 1984-85, the project organized and presented three user conferences reaching about 130 users and potential users of the instrument.

Acceptance of the instruments on the University and State University campuses and their widespread use across the State in high schools suggest agreement on at least this one basic aspect of a potential statewide system for mathematics assessment. The universality of this agreement in the schools, the Community Colleges, and both universities will be evaluated over the course of the California Academic Partnership Program.

Funding for this project from January 1985 through June 1986 includes $501,593 from CAPP and $150,000 in matching funds.

B. High School Diagnostic Testing Program in Composition

The objectives of this project of the University of California, Davis, and California State University, Sacramento, are twofold:

1. To inform high school students about university composition standards and expectations, and, by use of a diagnostic examination with university instructor responses, help these students identify academic skills they need to improve and offer them intensive instruction in revision as a means of improving their writing skills; and
2. To inform teachers of university expectations, standards, and examination formats; assist them in identifying the academic needs of their students and of needed curricular adjustments; and help them explore specific classroom strategies for improving students' writing skills.

The activities of the project include:

1. School visits and testing. Students write the University of California Subject A examination and some also write the California State University English Placement Test. University consultants visit the classroom to administer the tests and to return them, conferring with students and teachers on both occasions.
2. Ten students from each school participate in an intensive day-long follow-up session where they

receive individual assistance on revision.

3. Up to four teachers per school attend an inservice session on specific classroom strategies.

4. Student and teacher surveys are conducted to assess the effectiveness of the various components of the project.

In 1984-85, the project tested 621 students in 15 high schools with large concentrations of students from underrepresented minority groups or other groups with low college-going rates. Display 5 on page 18 provides statistics on the students and graduates of these schools.

In the 1985-86 fiscal year, the project will test 850 students in 19 schools; 190 students will attend a follow-up session; and up to 95 teachers will attend an inservice session.

Funding for the first six months of 1985 consisted of $15,282 from CAPP and $6,910 in matching funds. For the 1985-86 fiscal year, CAPP will fund $30,000 with $18,715 in matching funds.

C. University of California and California State University Writing Exam for Eleventh Graders

This project traces its origins to a small Subject A outreach program begun by the University of California, Los Angeles, in 1980. The project grew over the years, and in 1984-85, California State University, Northridge, became a partner, with 11 lecturers from the two universities administering a test resembling the UCLA Subject A exam to 450 high school students and training 30 high school teachers in holistic evaluation of the written responses and in eliciting revisions.

The project focuses on high schools in the greater Los Angeles area with several campuses of the Los Angeles Community College District participating at their special request.

As in the other writing project, a major goal of this project is to teach students to revise their written text, but here the vehicle is training high school and Community College instructors to evaluate papers holistically and showing them techniques for eliciting revision.

For 1985-86, the project is working with 15 high schools and 30 teachers. (No Community Colleges are participating this year.) Funding for the first six months of 1985 included $25,199 from CAPP and $13,750 in matching funds. For the 1985-86 fiscal year, CAPP will contribute $38,712, and the participating institutions will contribute $19,172 in matching funds.

DISPLAY 5 *Ethnicity of Enrollments and College-Going Rates for Schools Participating in the High School Diagnostic Program in Composition*

School	1982 Students	S.A.A.*	Percent	1983 Graduates	UC	Percent	CSU	Percent	Total	Percent	
Armijo	1,925	552	29	387	15	3.8	19	4.9	34	8.7	**
Burbank	1,982	1,196	60	304	8	2.6	16	5.2	24	7.8	**
Dixon	679	216	32	149	6	4.0	22	14.7	28	18.7	
Elk Grove	2,116	191	9	418	9	2.1	46	11.0	55	13.1	**
Foothill	1,703	407	24	356	9	2.5	27	7.5	36	10.0	**
Grant	1,034	661	64	255	15	5.8	17	6.6	32	12.4	**
Highlands	1,513	538	36	271	14	5.1	10	3.6	24	8.7	**
Hiram Johnson	2,570	1,026	40	437	10	2.2	25	5.7	35	7.9	**
Kennedy	2,104	775	37	548	44	8.0	27	4.9	71	12.9	**
McClatchy	1,855	596	32	372	12	3.2	27	7.2	39	10.4	**
Rio Linda	1,204	146	12	254	1	0.4	8	3.1	9	3.5	**
Sacramento	1,875	772	41	390	13	3.3	28	9.2	38	12.5	**
Vacaville	1,870	355	19	478	34	7.1	24	5.0	58	12.1	**
Valley	1,943	605	31	303	10	3.3	28	9.2	38	12.5	**
Woodland	1,541	439	28	450	15	3.3	35	7.7	50	11.0	**
State Rate						7.2		9.0		16.2	

*S.A.A.: Student Affirmative Action (American Indian, Black, Chicano, Latin, and Filipino).

**Below state rate.

Sources: *Enrollments: California Public Schools Ethnic Enrollment for Selected Counties by School 1981-82*, California State Department of Education. College-Going Rates: "High School and County Enrollment by Sex and Ethnicity -- First- Time Freshmen Age 19 and Under -- 1983," California Postsecondary Education Commission.

4 *The Second Round of Partnerships*

THIS section of the report describes the seven new partnership projects funded under the California Academic Partnership Program this past July.

14. College Aspiration Partnership Program

This project, jointly sponsored by the ABC Unified School District, the University of California, Irvine, and Cerritos College, will focus on the identification, academic preparation, and support of students from groups that are underrepresented in higher education.

Intersegmental team teaching will be used to produce a fully articulated curriculum in mathematics and English for grades seven through twelve and the first year of college, and students from underrepresented ethnic minority groups will be targeted to receive peer counseling and professional counseling as well as tutoring to improve their potential to enroll and persist in higher education.

The final feature of the project will be the initiation of a Parent Orientation Advisory Council to work with schools in implementing the program.

Funding includes $60,000 from CAPP and matching funds of $197,380.

15. The Mathematics Awareness and Skill Development Program

One-hundred and seventy-five students from groups underrepresented in higher education will be selected to enroll in and receive additional tutoring in prealgebra and algebra I courses at Pioneer High School in Whittier as part of this project.

The project, undertaken by the South Coast EOPS Consortium, the Whittier Unified School District, the California State Polytechnic University, Pomona, Rio Hondo Community College, and Whittier College provides for staff of the high school and the postsecondary institutions to jointly review mathematics curricula and develop teaching modules.

Peer tutors and counselors will also be used in the project,which is receiving $40,000 in CAPP funding, matched by $141,312 from the participating institutions.

16. The College Preparatory Tutorial Center Project

Leuzinger High School of the Centinela Valley Union High School District; California State University, Dominguez Hills; and El Camino College will be the sites of this program, which will lead to students acquiring internships in institutions of higher education and business. Students in the project will be involved in computer-assisted instruction in mathematics and English before and after school, with Community College students providing additional tutorial assistance.

Once the students in the project have mastered basic skill objectives, they will be given the opportunity to intern in companies and institutions as a means of exposing them to careers requiring a postsecondary education and assisting them in becoming more familiar with the university environment.

Funding levels are $44,756 from CAPP and $47,686 from participating institutions.

17. Comprehensive Math and Language Articulation and Tutorial Program

The goal of this project is to establish a district-wide peer tutoring system, using in the first 12 months revised mathematics and mathematics-related curricula developed collaboratively by secondary and postsecondary institutions. Workshops for staff, parents, and students will be conducted to disseminate the products, refine articulation strategies, and provide general information on the goals of the project.

The second 12 months of the project will be devoted to replicating the same strategies for all language skill areas of the curriculum.

CAPP funding for the project totals $57,661, with local contributions of $76,450.

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18. Science and English Curriculum Project

Under this project, sponsored by the Newark School District, Ohlone College, and California State University, Hayward, selected English and science courses in area high schools will be reviewed for possible revision by an advisory committee comprised of secondary and postsecondary faculty members and administrators. These courses will then be taught to high school juniors and seniors with the intent that they will result in increased understanding by students targeted to receive CAPP services.

The project will receive $37,256 in CAPP funding that will be matched with $84,010 in local funds.

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19. Social Studies and Science Curriculum Development in Three Strands

Concepts, writing, and critical thinking skills are the three strands of this project, which is coordinated by the Vacaville Unified School District, the SUCCESS Consortium, the University of California, Davis, Sonoma State University, the University of the Pacific, and Solano Community College. The project aims to revise social studies and science curriculum that will correspond to the State Board of Education's newly implemented curriculum framework. After the curriculum materials are developed, they will be taught through an intersegmental team-teaching approach, with the courses videotaped for faculty inservice training and use in teacher education classes and meetings with parents.

The project receives $50,900 from CAPP, while $62,324 is contributed by the participating agencies and institutions.

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20. Stockton Honors Advancement Placement Recognition Program (SHARP)

The SHARP program includes curriculum revision, teacher inservice training, and tutoring and academic support for students. Under the aegis of the Stockton Unified School District and the University of the Pacific, 54 teachers and counselors from two high schools will receive inservice training to improve their teaching and counseling skills and enable them to increase their level of academic and interpersonal skills. In addition, 1,000 students will be placed in advanced placement and honors classes with concurrent tutorial and counseling assistance. The mathematics, science, English, and social studies curriculum to be used in these classes will be reviewed and revised by faculty from the participating secondary and postsecondary institutions. To disseminate information about the project outcomes, a conference is planned at the end of the project.

The project is receiving $54,472 in CAPP funding and $52,351 in local matching funds.

5 *Project and Program Evaluation*

Self study by the individual projects

Prior to the hiring of external evaluators to assess the individual projects of the California Academic Partnership Program, the Advisory Committee for the program developed a list of baseline data items for evaluation purposes and for visits to each of the project sites this past spring. The committee deemed the list necessary to assure the ability of the projects to document their outcomes.

Items in the list include:

- Background and context of the project
  - Setting (school and community demographic data)
    - Population characteristics (for example, age, ethnic/racial composition, mobility and growth rate, and adult educational attainment)
    - Economic characteristics (for example, occupations, unemployment rate, family income, tax base, and growth)
    - School system characteristics (for example, grade levels served; number of pupils in system; number of schools; types of schools; teacher/pupil ratio; trends in enrollments for the past five years; withdrawals and transfers; curricula at school; specific courses offered; academic/vocational split; other special programs at school; five years of achievement (CAP mean scores, dropout rates, two-year and four-year college-going rates); and college performance and persistence of graduates)
  - Project origins (for example, type and result of needs assessment; determination of priorities)
  - Project goals and objectives (for example, what they are, how they were set, and by whom)
  - Historical background (for example, project precursors)
  - Target population
    - Students (for example, age; gender; grade level; ability level; ethnicity; number served; selection process for participation; and grouping procedures by ability, class, or school)
    - Teachers, college and university faculty, administrators, and parents (for example, background, qualifications, experience, selection process for participation)
- Project Personnel
  - Intersegmental participation (for example, kind; full-time/part-time; qualifications; background; and role description, such as administrative, instructional or support)
  - Training provided by the project
- Administration
  - Intersegmental unit with primary responsibility
  - Administrative procedures/staffing
- Budget
  - Total cost of project implementation (including CAPP grant)
  - Other sources of project funds
  - Budget breakdown for replication purposes (for example, estimates of start-up costs vs. continuation costs)
  - Budget breakdown by categories and amounts (for example, materials development, staff training, support services, information dissemination, staff salaries, project maintenance)
  - Per-pupil/participant cost
- Planned critical project features -- materials and activities
  - Major planned program characteristics
    - Major materials used
    - Activities undertaken

Persons responsible for implementing each activity

Target participants in each activity and how they are monitored or tracked

Amount of progress projected by a certain time

Rationale underlying the project

Possibility for replication (for example, restrictiveness of project; possibility of variation)

Internal evaluation

Techniques for monitoring and modifying operations on a daily basis

Periodic review plans

Implementation evaluation measures

Range of measures and data collection

Types (for example, informal, such as casual observations and conversations with project staff, or formal, with systematic observation, questionnaires, standard test data, transcript information, and description of curriculum changes)

Process for obtaining data, taking into account Privacy Act considerations

Results of evaluation measures

Project resemblance to original proposal

Materials/audience/implementation

Modifications of original proposal

Degree to which goals and objectives were met (verification with appropriate data)

Specific findings

Activities and materials developed (i.e., types, frequency and location of use, interest/stimulation level, degree to which project goals and objectives were met)

Activities

Control group comparisons

Record of expenditures

Outside evaluation of each project

The Office of the Chancellor has hired three evaluators to assess the 23 projects -- one for the 20 partnership projects, another for the mathematics diagnostic testing project, and a third for the two writing diagnostic testing projects. The hiring of these three different evaluators would seem at first glance an unnecessary complication -- since the program director has to deal with each of them in terms of the different projects -- and one that might be questioned on several grounds, including (1) inconsistency of evaluation across projects; (2) diseconomies of scale in administration of contracts and basic support; and (3) duplication of effort, including travel and communication.

In regard to the first issue of inconsistency of evaluations, however, it is unlikely that comparisons among the three sets of projects, with their differences in scope, methods, and goals, would prove meaningful, even if such comparisons were feasible. Instead, each of the individual projects is being evaluated against its stated objectives. The other issues relate to additional work and expense for the Chancellor's Office, but these costs may be offset by the advantage of having three independent professional perspectives on the program. Moreover, it is not clear that the dollar amount for the three separate evaluators exceeds the amount that would be charged by a single consultant.

The basic assumption and expressed intent of AB 2398 demand that the evaluation of the partnership projects consider more than just the extent of activities in assessing their implementation. The list of considerations would appear to include:

Goals and objectives: Are these consistent with Assembly Bill 2398? Are the goals shifting? Are the CAPP-funded activities distinct from other ongoing activities of the partners?

Partnership: What is the quality and balance of the partnership? What kinds of institutional impact will there be on each partner? Is the higher education participation more than faculty consulting? Will the impact of the project be long-lasting?

Management: Where is the locus of administration? How is it shared between the partners? Is it better for project management to reside with the secondary or the higher education partner? Is there on-site presence or representation of all

partners? Is the project administratively top-heavy or is it understaffed?

Target population: Is the target population being served -- in terms of numbers and student characteristics? Is the project serving underrepresented students with college potential? Is it improving their academic preparation and thus reducing the later need for remediation?

Scope: How are projects balancing the needs for breadth and depth in their activities? Are they focusing on too small a group and too narrow a curriculum, or are their efforts lacking in focus?

Methods and activities: What is the primary delivery system -- inservice, development of materials or instructional strategies, direct instruction, or extracurricular activities or services? What is the duration of activities for a given participant, and is there adequate follow-up and continuity between activities?

Outcomes: What outcomes can be measured -- learning, awareness, attitude, implementation of new instructional techniques, strategies, curricula? How soon can project impact be measured -- college preparation, achievement levels, persistence, remediation, prerequisites, and eventual college performance?

Nowhere is the broad scope of the total program more apparent than in the area of measurable outcomes. Because most of the projects work with students in junior high school, the effects of the projects on college-going and college success cannot be seen for five or six years. Over that period, a variety of other and necessarily uncontrolled influences will have acted on the participants, making it impractical to isolate the ultimate influence of CAPP activities. The year-to-year evaluations will necessarily focus on the short-term outcomes of the projects' activities. Thus it is important to establish a plausible connection between the projects' short-term objectives and the long-term CAPP goals -- for example, by asking if a measurable increase in enrollment in ninth-grade college-track courses will reasonably lead to increases in college-going and college success. Such "real world" limitations also make it critical that each project collect the baseline information on their students, their schools, and their districts listed above. In the absence of strict experimental control groups, which are logistically ruled out for many of the projects, the outcomes for project participants will most often have to be compared against the non-outcomes for their non-participating peers in the district or State.

Evaluation of the total program

Besides directing the Commission to provide this progress report on the California Academic Partnership Program to the Legislature on or before January 1, 1986, AB 2398 calls on the Commission for a final evaluation report by January 1, 1988. That evaluation must include, but not be limited to, indicators of increases in the number of students enrolled in postsecondary educational institutions, indicators of students' improved preparation for baccalaureate work, reductions in drop-out rates, and the assessment of the effectiveness of the program by participating school districts and postsecondary institutions, together with recommendations from the Commission for the improvement of the program.

The Commission's role is to evaluate the program as a whole. A necessary part of this responsibility will be to work with the three external evaluators, the Advisory Committee, and the director of the program in monitoring the progress of the individual projects. However, the Commission's primary concern will be with the achievements of the program at large and the lessons that can be learned from its model of intersegmental collaboration. With that in mind, this progress report will conclude with a statement of issues of ongoing concern that will form part of our continuing evaluation of the program. These issues fall into three sets:

1. The partnership projects, their success, and the replication of those successes.
   - 1.1. Can the competitive grants process be expected to lead to a coherent attack on the problem of preparation and disparate postsecondary participation rates?
   - 1.2 What is the proper balance of effort between developing new approaches and disseminating (and institutionalizing) proven approaches to these problems?
2. Diagnostic testing and a statewide system of assessment.
   - 2.1 What are the necessary elements of a statewide system of assessment? Mathematics? Writing? Reading? Science? Social Science? Foreign Languages?

2.2 What is the utility of standardization of instruments, of scoring, and of feedback to teachers and students in each of the basic skills?

2.3 Is such standardization desirable from the standpoints of local and statewide effectiveness, unit cost, ease of interpretation by the institutions, and negotiability of scores by students?

2.4 Is the current level of involvement of the California Community Colleges in the oversight and conduct of the diagnostic testing projects adequate to assure that this pivotal segment can take full advantage of any statewide assessment system that results from those efforts?

3. Intersegmental programs and the CAPP model.

3.1 Is an intersegmental approach essential for dealing with the problem of underpreparation and disparate participation, and is the CAPP structure currently being tested sufficient to assure a full partnership?

3.2 Is the State's current investment in the program commensurate with the stakes of rising underpreparation and disparate participation in education and in society? How should the program grow over time?

3.3 Are the efforts of the program adequately integrated with other intersegmental efforts and the efforts of the individual segments? How can an inter-institutional project be institutionalized?

Appendix: Assembly Bill 2398

Assembly Bill No. 2398

CHAPTER 620

An act to amend Sections 11000, 11001, 11002, 11003, 11004, and 11005 of the Education Code, relating to schools, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor August 14, 1984. Filed with Secretary of State August 15, 1984.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2398, Hughes. California Academic Partnership Program.

Existing law authorizes the establishment of the California Academic Partnership Program, to be administered by the Trustees of the California State University for the purpose of providing academic and counseling services to pupils enrolled in grades 7 to 12, inclusive, and to increase the involvement of postsecondary educational institutions to improve the academic quality of public postsecondary schools. Existing law prescribes procedures for the establishment of an advisory committee for the purpose of making recommendations to the Chancellor of the California State University for the award of grants to projects submitted by qualified applicants in accordance with prescribed criteria to implement these provisions of existing law.

This bill would make substantial revisions to the provisions of existing law governing the administration of the California Academic Partnership Program.

This bill would require the program to be administered by the Trustees of the California State University, in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction. This bill would state that the purpose of the program is to develop cooperative efforts to improve the academic quality of the public secondary schools with the objective of improving the preparation of all students for college. This bill would specify that projects funded under the provisions of this bill may address improvements in secondary school curriculum and the ability of students to benefit from these improvements.

This bill would revise the provisions of existing law governing the composition of the advisory committee appointed to assist in the selection of proposals to be funded and the development of criteria for project evaluation, as prescribed. This bill would require the advisory committee to make recommendations regarding the development of criteria for identifying projects which are ineffective, and for the development of options identifying additional resources and efforts which promote the objectives of the program.

This bill would substantially revise eligibility criteria for the submission of funding for a project grant, as prescribed. This bill would require each project receiving a grant to provide matching funds, rather than an equal dollar amount of matching funds, from existing funds received from federal, state, local, or private sources. This bill would revise the priorities for the award of project grants.

This bill would require the Chancellor of the California State University, with the assistance of the advisory committee, and the advice of faculty from appropriate disciplines, to establish a voluntary cooperative program for the academic assessment of secondary school students in the state, as prescribed.

This bill would require the California Postsecondary Education Commission to provide a progress report on the effectiveness of the California Academic Partnership Program to the Legislature on or before January 1, 1986, and would require the commission to submit a final evaluation on or before January 1, 1988, as prescribed, and would authorize the commission to identify projects which are ineffective or not cost-effective for termination.

This bill would take effect immediately as an urgency statute.

The people of the State of California do enact as follows:

SECTION 1. Section 11000 of the Education Code is amended to read:

11000. There is hereby established the California Academic Partnership Program, to be administered by the Trustees of the California State University, in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction. The purpose of the program shall be to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college. Projects funded under the provisions of this chapter may address improvements in secondary school curriculum and the ability of students to benefit from these improvements. Academic partnership projects shall be distributed throughout the state in order to provide schools located in rural, urban, and suburban areas with access to these services.

SEC. 2. Section 11001 of the Education Code is amended to read:

11001. The Chancellor of the California State University shall establish an advisory committee to assist in selecting proposals to be funded and developing criteria for project evaluation. The committee shall be composed of the following members:

(a) Two certificated secondary school teachers, including at least one junior high or intermediate school teacher, appointed by the Superintendent of Public Instruction.

(b) Two certificated secondary school employees with responsibility for curriculum administration, appointed by the

Superintendent of Public Instruction.

(c) One director of a regional consortium participating in the California Student Opportunity Access Program established pursuant to Chapter 113 of the Statutes of 1978, appointed by the Student Aid Commission.

(d) Two representatives of the California Community Colleges, to be appointed by the Chancellor of the California Community Colleges, at least one of whom shall be a faculty member.

(e) Two representatives of the California State University, to be appointed by the Chancellor of the California State University, at least one of whom shall be a faculty member.

(f) Two representatives of the University of California, appointed by the President of the University of California, at least one of which shall be a faculty member.

(g) One representative, appointed by the Director of the California Postsecondary Education Commission.

Faculty appointments to the advisory committee shall be made by the appropriate appointing authority through consultation with the faculty senate.

SEC. 3. Section 11002 of the Education Code is amended to read:

11002. The advisory committee shall make recommendations regarding all of the following:

(a) Development of criteria for awarding grants pursuant to Section 11003.

(b) Development of criteria for determining the priority ranking of schools selected to receive assistance under the California Academic Partnership Program.

(c) Development of criteria for identifying projects which are ineffective.

(d) Development of options identifying additional resources and efforts which promote the objectives of the program.

(e) Development of a general policy for cooperative diagnostic testing of secondary students with assessment instruments commonly used by California postsecondary educational institutions.

SEC. 4. Section 11003 of the Education Code is amended to read:

11003. (a) A school district together with a postsecondary educational institution or a consortium of postsecondary educational institutions may submit a joint application to the Chancellor of the California State University for a grant to fund a project intended to improve student performance in secondary schools. The advisory committee shall give consideration to the following, in addition to its own criteria for the recommendation of programs for funding:

(1) The inclusion of a comprehensive plan for curricular revision or enhancement and instructional change.

(2) The participation of postsecondary campus faculty working as equal partners with secondary school teachers in efforts to improve the academic quality of college preparatory instruction.

(3) The provision of activities and services designed to enhance

the ability of students to benefit from college preparatory curricula.

(4) The provision of in-service training designed to increase college aspirations of students from groups with low participation rates in postsecondary institutions.

(5) The inclusion of procedures for the independent evaluation of the program budget.

(6) Plans for the participation of more than one secondary school.

(7) Plans for the inclusion of intermediate or junior high schools in the project.

(8) Plans for the continuation of the project after funding ceases.

(b) Upon receipt of an application submitted pursuant to subdivision (a), the Chancellor of the California State University may award a grant to the joint applicants for purposes of funding the proposed project. Each project which receives a grant pursuant to this subdivision shall provide matching funds from existing funds received from federal, state, local, or private sources or budget increases in those funds, with preference to projects which have the strongest demonstrated institutional commitment. Priority shall be given to projects which serve either of the following:

(1) Schools and school districts utilizing the provisions of Article 4 (commencing with Section 54700) of Chapter 9 of Part 29.

(2) Schools with low student participation in institutions of postsecondary education or with a concentration of students from groups which are underrepresented in postsecondary education, affording priority to those applicants in inverse order of their level of student participation in institutions of postsecondary education authorized to award baccalaureate degrees.

(c) The Chancellor of the California State University, with the assistance of the advisory committee established under Section 11001, and with the advice of faculty from appropriate disciplines, shall establish a voluntary cooperative program for the academic assessment of secondary school students in the state. In developing this system, the chancellor shall take steps necessary to ensure that increased uses of assessment instruments assist in all of the following:

(1) Reducing the demand for remedial programs at the postsecondary level.

(2) Analyzing student readiness for college-level work.

(3) Identifying the academic needs of students for secondary school teachers and counselors.

(4) Encourage and give priority to schools identified in paragraph (2) of subdivision (b) of Section 11003 for the utilization of these instruments.

SEC. 5. Section 11004 of the Education Code is amended to read:

11004. The California Postsecondary Education Commission shall provide a progress report on the California Academic Partnership Program to the Legislature on or before January 1, 1986, and a final evaluation report on or before January 1, 1988. The evaluation shall include, but need not be limited to, indicators of increases in the

number of students enrolled in postsecondary educational institutions, indicators of students' improved preparation for baccalaureate work, reductions in dropout rates, and the assessment of the effectiveness of the program by participating school districts and postsecondary institutions, together with recommendations from the commission for the improvement of the program.

SEC. 6. Section 11005 of the Education Code is amended to read:

11005. Based upon evaluations conducted pursuant to Section 11004, the California Postsecondary Education Commission may identify projects which are ineffective or not cost-effective for termination. Funds made available as a result of that termination shall be reallocated for the awarding of new grants pursuant to Section 11003.

SEC. 7. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to ensure that the selection processes and criteria prescribed in this act will be implemented for the California Academic Partnership Program for the 1984–85 school year, it is necessary that this act take effect immediately.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of 1985, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento, *Chairperson*
C. Thomas Dean, Long Beach
Seymour M. Farber, M.D., San Francisco
Patricia Gandara, Sacramento
Ralph J. Kaplan, Los Angeles
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View
Thomas E. Stang, Los Angeles, *Vice Chairperson*
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Sheldon W. Andelson, Los Angeles; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Peter M. Finnegan, San Francisco; representing the Board of Governors of the California Community Colleges

Jean M. Leonard, San Mateo; representing California's independent colleges and universities

Darlene M. Laval, Fresno; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its director, Patrick M. Callan, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Second Floor, Sacramento, CA 98514; telephone (916) 445-7933.

PROGRESS OF THE CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
California Postsecondary Education Commission Report 85-41

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Second Floor, 1020 Twelfth Street, Sacramento, California 98514; telephone (916) 445-7933.

Other recent reports of the Commission include:

85-25 Commission Comments on the Intersegmental Task Force Report, *Facilitating the Transfer of Community College EOPS Students to California's Public Universities* (April 1985)

85-26 Policy Options for the Cal Grant Programs: The Second of Two Reports on California Student Aid Commission Grant Programs Requested by the Legislature in Supplemental Language to the 1984-85 Budget Act (April 1985)

85-27 Segmental Responses to Assembly Concurrent Resolution 71 Regarding Ethnic Awareness (April 1985)

85-28 Comments on the California Community Colleges' Library Space Study: A Report to the Board of Governors of the California Community Colleges in Response to Budget Control Language in the 1984-85 Budget Act (April 1985)

85-29 Reauthorization of the Federal Higher Education Act of 1965: A Staff Report to the California Postsecondary Education Commission (July 1985)

85-30 Director's Report, July-August, 1985: Appropriations in the 1985-86 State Budget for the Public Segments of Postsecondary Education (August 1985)

85-31 Faculty Salaries and Related Matters in the California Community Colleges, 1984-85 (September 1985)

85-32 Annual Report on Program Review Activities, 1983-84 (September 1985)

85-33 Independent Higher Education in California, 1982-1984 (September 1985)

85-34 California College-Going Rates, 1984 Update (September 1985)

85-35 Oversight of Out-of-State Accredited Institutions Operating in California: A Report to the California Postsecondary Education Commission Pursuant to Senate Bill 1036 (December 1985)

85-36 Director's Report, December 1985: From Ninth Grade Through College Graduation: Who Makes It in California Education (December 1985)

85-37 Foreign Graduate Students in Engineering and Computer Science at California's Public Universities: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-38 Instructional Equipment Funding in California Public Higher Education: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-39 Self-Instruction Computer Laboratories in California's Public Universities: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-40 Proposed Creation of a California State University, San Bernardino, Off-Campus Center in the Coachella Valley (December 1985)

85-42 Alternative Methods for Funding Community College Capital Outlay: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-43 Faculty Salaries in California's Public Universities, 1986-87: The Commission's 1985 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (December 1985)